

Grade: 7th	Subject: Geography
Materials: Pencil and paper	Technology Needed: Computers
Instructional Strategies: <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) 	Guided Practices and Concrete Application: <ul style="list-style-type: none"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:
Standard(s) C.6_12.2 Analyze the structures and functions of governments. C.6_12.2.5 Explain the purposes, organization, powers, and processes of tribal and local governments.	Differentiation Below Proficiency: This will be done as more of a direct instruction. This way it will hopefully accommodate most students. There are parts of the presentation that allow the students to get up and participate. This will help those who struggle to stay seated or awake and will keep them active in the discussion and lesson.
Objective(s) By the end of the lesson, the students will know what the electoral college By the end of the lesson, the students will know voting works. By the end of this lesson, the students will know the purpose of the election and why we get the chance to elect a new president. Bloom's Taxonomy Cognitive Level: Remember, Understand, Apply	Above Proficiency: Because this is direct instruction, it will be pretty moderate for most students but there is always room for questions. Students who are above proficiency are pushed to ask questions that are unclear. Approaching/Emerging Proficiency: The information provided in the presentation is neither hard or easy and so for student who are approaching proficiency, will have an easy time following but are encouraged to ask questions they might have. Modalities/Learning Preferences: As said above, this direct instruction is not just about writing and copying what is on the board but to stay active within the lesson to keep them interested.
Classroom Management- (grouping(s), movement/transitions, etc.)	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)

<p>We will begin as a large group and discuss the prompt on the board</p> <p>Direct Instruction will have them sit in their desk most of the time</p> <p>When we do a small activity, some students will be volunteers in the front of class</p>	<p>Students are expected to come in and sit down.</p> <p>Once a student has an answer to the prompt, they should raise their hands so there is no shouting or talking over one another</p> <p>Students are expected to stay seated in their desk unless ask to get up for something</p> <p>When I ask for volunteers, I expect the students to raise their hands and come to the front without running or distracting the class from the lesson</p>
Minutes	Procedures
	<p>Set-up/Prep:</p> <p>Get the video up and going to record myself</p> <p>Make sure power point is up and running before students come in</p>
	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <p>Let’s Vote—allow the students to choose either a riddle or song (because of the election and this will allow me to go into explaining why we get to vote). If the students want to do both prompts, that is just fine. It should not take too long anyways.</p>
	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <p>Explain what the goal of today is and what we will be learning- It will be on the presentation so that they see it visually. Throughout this lesson I will ask questions to make sure they are understand what we are learning.</p> <p>What are electoral and popular votes- explain the differences and why they are so important? Allow them to discuss first and get their ideas of what each one might mean</p> <p>What is the Electoral College? How Many Votes Does Each State Get? Why the Electoral College? How Do Electors Vote? What About the National Popular Vote? What About My Vote? Coloring the Campaign</p> <p>Next go over the electoral votes and how we find how many votes each state gets. There will be a formula on the power point so that they will have it on the board when we do our little activity. Next is the activity- it is nothing confusing or complex just a way to check on their understanding. I will ask for volunteers. 2 senators who will be the volunteers for each state and the several volunteers who will be the representatives from each state. I will ask them to then add the number the together which will show the number of electoral votes.</p>
	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p>

	<p>Practice the number of electoral votes each state gets. Have volunteers get up and come up to the front choose certain states to do and have them figure out the numbers by using themselves. We can look at the map and see which states might have the most influence on the votes.</p>	
	<p>Review (wrap up and transition to next activity):</p> <p>Do a kahoot to review what we learned but if there is not time, we will quickly go over my main points to see if the students understood what we talked about today.</p>	
<p>Formative Assessment: (linked to objectives)</p> <p>The kahoot will give me an idea if the students were listening, understood, or were interested in the lesson.</p> <p>Progress monitoring throughout lesson-clarifying questions, check- in strategies, etc.</p> <p>Consideration for Back-up Plan:</p> <p>If there is not time for the kahoot, we will go over the few main points to check for questions or anything that may have been confusing for the students.</p>	<p>Summative Assessment (linked back to objectives)</p> <p>End of lesson:</p> <p>If applicable- overall unit, chapter, concept, etc.:</p>	
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>The students did well with taking notes throughout the PowerPoint. There were a few times I had to direct students back to the board and notes.</p> <p>The activity went well, and the students enjoyed being part of government and pretend to vote for the senators and the electoral college. The transition from notes to activity was not smooth depending on the class. It would be hard to get them to focus once we started the activity. I would have better directions next time so that it was clear what we were doing and what I expected.</p>		